MATHS PLANS

LEVEL 3

TERM 3

Level 3 Term 3 Week 1 Day 1	**Lesson Plan**

Objective: Students will be able to add the 2 digit numbers.

Activity: Addition / written work

Material: Worksheet / pencils
Procedure:
Warm up questions:

- 3+2=?
- 7+8=?
- 10+5=?
- 20+30=?
- 90+10=? And so on.
  - Teacher will write a question on board like

T U T U
(1)
76 +18 = 94

- First we add ones. (6+8=14), so we put 4 under the ones and give (1) carry to tens.
- Now we add the tens (1+7+1=9) put the answer under the tens.
- Repeat the same procedure with diff question give on page 5.

Class work: page 5 worksheet (3-B part 1)

Homework: Page 7

Level 3 Term 3 Week 1 Day 2	**Lesson Plan**

Objective: Practice of addition

terial :- Match sticks , rubber band .
cedure :- Make groups and give them match sticks and ber bands ask them to make bundle of 10s. Now sk them to add these . And call them one by one ask them to explain their work.
eacher will explain if needed.

ss work :- Do p# 6 (3B part 1)

MATHS PLANS

LEVEL 3

TERM 3

Level 3
Term 3
Week 1
Day 3

Lesson Plan

Objective: Students will be able to subtract the 2 digit numbers.

Activity: Written work

Material: Worksheet / pencils

Procedure:
Warm up questions:

- 10 – 8=?
- 8 – 3=?
- 30 – 20=? And so on.
    - Teacher will write a question on board like:
    -

T	U
~~6~~ 5	(10) 2
4	7
1	5

Explain: First we subtract ones (2 – 7) but we can't subtract 7 from 2. So, ones take 1 ten barrow from tens. So, it is made up (10+2=12)

Now 12 – 7 = 5,

- In the tens place 5 tens are left
- We subtract tens (5 – 4 = 1 ten)
- Repeat the same procedure with different questions given on page 9

Class work: page 9 3-B part 1

Homework: page 8

Level 3
Term 3
Week 1
Day 4

Lesson Plan

Objective: Students will be able to multiply the ones, tens and hundreds.

ure:-

Warm up:- 2 tens = ?

5 hundreds = ?

and so on.

or explanation teacher can use strips.

2 tens X 6 = ___ tens.

ow ask 2 tens = 20 so we will multiply 20 with 6.

irst we will multiply unit with unit then unit with ten

$$
\begin{array}{r}
T\ U \\
2\ 0 \\
\times\ \ \ 6 \\
\hline
1\ 2\ 0
\end{array}
$$

ow write another question like explain

$$
\begin{array}{r}
H\ T\ U \\
5\ 0\ 0 \\
\times\ \ \ \ \ 8 \\
\hline
4\ 0\ 0\ 0
\end{array}
$$

multiply unit with , then unit with ten at last unit with red.

the same procedure with different bers. Until they can easily solve the e given on worksheet.

lasswork :- P# 10 3B part 1

el 3
3
ek 1
5

cedure:- Step 1: Print and hand out a copy of a blank multiplication table. to each group.

X	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											

- Ask multiply the numbers in rows with numbers in columns and record their answers in above table
- Each group will share and explain their work with whole class.
- After this teacher will write some questions on board from p#11 and she will call students to solve these.
- Teacher will explain if needed.

ass work :- Do p# 11 on worksheet.

e work :- Do question # 1 p# 69 in worksheet.

l:-3

:- 3

:- 2

:- 1

ial:- Worksheet, pencils.

ure:- Warm up questions.

$8 \div 4 = ?$ $10 \div 5 = ?$ and so on.

- Write a question on the board like

8tens $\div$ 2 = ? now ask students to divide this

- Listen their responses then explain that first we wi

write 8tens in number mean 8 tens = 80

now divide 80 in 2.

- We will start division from left side so we will see how many twos in 8 → $(2 \times 4 = 8)$ so we will write 4 at quotient place and 0 is left over now will take 0 at the quotient Place.

$$\begin{array}{r} 40 \\ 2\overline{)80} \\ \underline{8\downarrow} \\ \times 0 \end{array}$$

- Follow the same procedure for explanation of hundreds
- Class work:- Do p# 12 in worksheet.

Level 3
Term 3
Week 2
Day 2

Lesson Plan

Objective: Students will be able to divide the 4 digit numbers

Activity: Dividing + Revising

Material: Worksheets/ pencils

Procedure: Call some students to the board to practice division questions first then written work in worksheet page 13.

Class work: Page 13

Level 3
Term 3
Week 2
Day 3

Lesson Plan

Objective: To teach subtraction in 'cm' and 'm'

Activity: Written work

Material: Measuring tape / worksheet / pencils

Procedure:
Warm up:

- Show measuring tape and ask follow questions
  - What is its name?
  - It is used for what?
  - Can you measure something with it?

Task 1:

- Make groups in the class.
- Give 1 measuring tape to each group.
- Ask them to measure their tables with the tapes.
- Now teacher record the measurement of each group on the board.

Explain: Now teacher explain the procedure how to measure the objects with the tape.

- Explain that 1m = 100cm
- Ask class to estimate the length of class without using measuring tape.
- Record their estimate on the board.
- Call 2 volunteers to measure the length of the class with tape. (Record it on the board)
- Observe the difference of estimate and measurement.

- Do the same with the distance in 5 steps as written on page 14, question 2.

Class work: Fill the grid, question 2, page 14.

Task 2: Ask 1m = 100cm

Explain the table and explain the question:

- Change meters into cm.
- Subtract 53m from 100cm
- Thus answer is 47cm.

m	cm
1 →	100
	− 53
	47

Explain some more questions like this,

Class work: Page 14 question 1, 2

Homework:

- Remain work (if left) is homework
- Assessment prepare page 5 up to 13.

Level 3 Term 3 Week 2 Day 4	**Lesson Plan**

Assessment in notebooks, Questions will be selected by the teacher

Level 3 Term 3 Week 2 Day 5	**Lesson Plan**

Objective: To enabling students to change from m to cm, from cm to m.

Activity: Written work

Procedure:
Warm up:

- 1m =? (100cm)
- 2m =? (200cm)
- 100cm =? (1m)
- 200cm =? (2m)
- 1m 50cm =? (100cm + 50cm = 150cm)

Explain: Give some more explanation through examples like question 5 in warm up questions.

Class work: Page 14 and 15 questions 3, 4, 5 and 6 in worksheet (3 B part 1)

Homework: Learn the tables of 9 and 10

Level 3
Term 3
week 3
Day 1

Objective:- To teach the Concept of Subtraction in m and cm.

Activity:- written work.

Material:- work sheet, Pencils

Procedure:-
warm up:-

- Show measuring tap and ask following questions.
  - what is its name?
  - It is used for what?
  - Can you measure something with it?

Task 1

- Make groups in the class.
- Give 1 measuring tape to each group.
- Ask them to measure their tables with the tape.
- Now teacher record the measurement of each group on the board.

Explain:- Now teacher explain the Procedure how to measure the objects with the tape.

Explain that 1m = 100cm

Ask class to estimate the length of class without using measuring tape.

Record their estimate on the board.

Call 2 volunteers to measure the length of the class with tape. (Record it on the board)

Observe the difference of estimate and measurement.

Do the same with the distance in steps as written on page 14, question 2

Class work:- Fill the grid, question 2, page 14.

Task 2:-

Ask 1m = 100cm

Explain the table and explain the question.

- change meters in to cm.
- Subtract 53m from 100cm.
- Thus answer is 47cm.

Explain some more questions like this

Class work:- page 15 question 7 and 8

Home work:- Assessment topic length.

evel 3
Term 3
week 3
Day 4

Objective:- Students will be able to add the meters and cm.

Activity:- written work.

Material:- work sheets, Pencils

Procedure:-
warm up:-

- 2m = 200cm
- 6m = 600cm
- 900cm = 9m
- 8m and 25cm = 825cm

Give some more questions like this

Explain 3m 25cm + 85cm = 4m 10cm

Explain some more examples like

m	cm
① 3	① 25
+	85
4	10

Class work:- page 17

Give some more examples like this

ass work: Page 18, 3-B part 1

rap up: homework, page 20, question 3 and 4

vel 3
erm 3 **Lesson Plan**
eek 4
y 1

bjective: Students will be able to change the km and m in meters and meters in km and

ctivity: Written work

aterial: Worksheet / pencils

ocedure:
arm up questions:

- 1km = 1000m
- 2km = 2000m
- 1km 255m = 1000m + 255m = 1255m
- 1000m = 1km
- 1634m = 1634÷1000 = 1km 634m

lanation: Use question 3 and 5 for explanation

ass work: Page 21 (3-B part 1)

mework: Assessment topic length

vel 3
rm 3 **Lesson Plan**
eek 4
y 2

Assessment in notebooks, questions should be selected by the teacher

1km = 1000

Level 3
Term 3
Week 4
Day 3

Lesson Plan

Objective: To practice addition of km and m in notebooks

Activity: Written work

Material: Notebooks, pencils

Procedure:
Warm up questions:

3km = 3000 m
2000m = 2km   and so on

Activity: Call some students to the board to solve some questions for practice.

Class work: Give some questions from page 23, to solve in notebooks

Wrap up: Homework, page 23 (worksheet 3-B part 1)

Level 3
erm 3
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Lesson Plan

bjective: To practice subtraction in km and m in notebooks.

Activity: written work

aterial: Notebooks, pencils

rocedure:
arm up question:

1km = 1000 m
1000m = 1km
1km – 1m = 999m   and so on.

ctivity: Call some students to the board for practice.

lass work: Give some questions from page 24 to solve in notebooks.

rap up: homework, page 24 (3-B part 1)

Level 3
Term 3
Week 4
Day 5

Lesson Plan

Objective: To teach a concept of weight and observe estimate and measure.

Activity: weighing

Material: Balance, mass, objects written in grid on page 25.

Pro edure: (by showing balance)

Q: Do you know what this is?

Q: It is used for what?

- Ask same questions by showing "mass".
- Make students estimate bottle of water school bag and a brick's weight (record it on the board)
- Explain how to weight.
- Call some students to weigh the objects, teacher record the measurement on the board.

Class work: Page 25 and 26 Oral discussion
Written work

Level 3
Term 3
Week 5
Day 1

Lesson Plan

Objective: To teach subtraction of kg and grams

Activity: Written work

1kg = 1000gm

Material: Worksheets, pencils, flash cards of 1s, 10s and 100s.

Procedure:
Warm up questions:

1kg =? (1000g)
600g +400g =? (1000g) 1kg
500g+500g =? (1000g) 1kg
250g+750g =? (1000g) 1kg
275+725 = (1000g) 1kg

Explanation:

1kg – 750g

- Change kg into grams.

Explain some more examples like this.

Class work: Page 27
Oral discussion
Written work

(Topic weight)

Wrap up: Homework, Assessment decided by the teacher

Level 3
Term 3
Week 5
Day 2

Lesson Plan

Assessment decided by the teacher

Level 3
Term 3
Week 5
Day 3

Lesson Plan

Objective: Students will be able to change kg and g

Activity: Written work

Material: Worksheets, pencils

Procedure: Call some students to the board for practice than.

Class work:
Oral discussion
Written work
Page 30 (3-B part 1)

Wrap up: Homework, page 28, 29 (3-B part 1)

Level 3
Term 3
Week 5
Day 4

Lesson Plan

Objective: Students will be able to tell which object is heavier and lighter by reading the weight.

Activity: Written work

Material: Worksheets, pencils

Procedure:
Warm up questions:
1kg =? (1000g)
2kg =? (2000g)

1kg 25g =? (1025g)   (1000+25 = 1025)   and so on.

Call some students to the board.

Give them following questions to solve (on the board).

- 1kg 50g = ________ g   (1000+50 = 1050g)
- 4kg 90g = ________ g   (4000+90 = 4090g)
- 5kg 60g = ________ g   (5000+60 = 5060g)
- 2kg 267g = _______ g   (2000+67 = 2267g)

ss work: Discuss orally

Written work page 31 (3-B part 1)

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erm 3
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ay 5

Lesson Plan

bjective: To practice addition in kg and g in notebooks.

ctivity: Written work

aterial: Notebooks, pencils

rocedure:

arm up questions:

1kg =? (1000g)

20g+20g =? (40g)

500g+500g =? (1000g = 1kg)

1kg + 50g =? (1000g+50g =1050g)

xplanation: Explain through following table: 2kg 650g + 600g = ?

kg	g
① 2	650
+	600
3	250

xplain some more examples like this.

Class work: See page 32 of 3-B part 1

For giving questions

Students will do class work in notebooks.

rap up: Homework, page 32

Level 3
Term 3
Week 6
Day 1

Lesson Plan

Objective: Students will be able to subtract the numbers in kg and g

Activity: Written work

Material: Notebooks, pencils, flash cards of 1s, 10s, 100s and 1000s.

Procedure:
Warm up questions:

1kg =? (1000g)
1kg – 50g = (950g)
(1000g – 50g = 950g)
2kg – 1kg = (1kg)

Explanation: Make columns and explain questions like this:- (by using flash cards)

4kg 850g – 760g = ?

kg	g
4	7 8(15) 50
–	760
4	090

Explain some more examples like this.

Class work: Page 33 in notebooks (3-B part 1)

Wrap-up: Homework, in worksheet page 33 (3-B part 1)

Level 3
Term 3
Week 6
Day 2

Lesson Plan

Objective: To revise odd and even numbers ÷, x, + and –

Activity: Written work

Material: Worksheets, pencils.

Procedure:
Ask warm up questions:
- Number 6 is _______ even / odd
- Number 9 is _______ even / odd
- 5+2 = ______ even / odd
- 6-4 = ______ even / odd

Read the table of 2, 5 and 10 (choral drill)

Class work: Page 37 (3-B part 1)
- Oral discussion
- Brief explanation if needed
- Written work / solution

Wrap up: Homework, Assessment (decided by the teacher)

Level 3
Term 3
Week 6
Day 3

Lesson Plan

Assessment decided by teacher

Level 3
Term 3
Week 6
Day 4

Lesson Plan

Objective: To teach the concept of measuring liquid in 'l' and 'ml'

Activity: Measuring

Material: 1 liter beaker, a 500ml beaker, a 100ml beaker, a plastic bottle which can hold 1 liter.

Procedure:
Warm up questions:

- How do we measure a weight of book, fruit etc? (kg/meter)
- How do we measure the length? (kg/meter)
- How do we measure a weigh of liquids like milk, water or oil etc?

Explain: We measure the weight of liquid things in liter and milliliters.

Activity 1: Introduce 1 liter, 100 and 500 ml beakers in the class and say these are the measuring instruments that are used to measure liters and milliliters.

- Place three beakers on the table in a sequence from biggest to smallest.
- Measure 100 milliliters of water with the 100ml beaker.
- Pour the water into 1 liter beaker and note where the water level is.
- Repeat the same until the 1 liter beaker contains 1 liter of water.

Explain: 1liter = 1000ml

Class work: Page 45, 46, 47 (3-B part 1)

Discuss orally

Written work

Level 3
Term 3
Week 6
Day 5

Lesson Plan

Objective: To teach the concept of measuring liquid in 'l' and 'ml'

Activity: Measuring

Material: 1 liter, 500 and 100 ml beakers, three containers that can hold less than 1 liter, pail, basin and a big bottle.

Procedure:

Warm up question:

1 liter = 1000ml

1000ml = 1liter

Class work: Page 48 (3-B part 1)

Do each activity

Fill in the grids

Wrap up: Homework, page 65, question 1 (3-B part 1)

Level 3
Term 3
Week 7
Day 1

Lesson Plan

Objective: Students will be able to write the capacity in l and ml by reading the measurements.

Activity: Written work

Material:

Procedure:
Warm up questions:
- Five times 100ml =? (5ml)
- Two times 500ml =? (1000ml=1l)
- 1liter =? (1000ml)

Explanation: Volume is used to measure the amount of a liquid or space inside a container. The most common unit for measuring volume is liters (l). Small amounts of liquid are measured in milliliters (ml)

Class work: Page 50 (3-B part 1)
Discuss orally
Written work

Homework: page 49 (3-B part 1)

Level 3 Term 3 Week 7 Day 2	**Lesson Plan**

Objective: Students will be able to add ml to make 1 liter

Activity: Written work

Material: Worksheets, pencils

Procedure:
Warm up questions:
1liter =? (1000ml)
500ml+500ml =? (1000ml = 1l)
250ml+750ml =? (1000ml = 1l)
Why?
(Because 1000ml = 1 liter)

Class work: Page 51 (3-B part 1)

Level 3 Term 3 Week 7 Day 3	**Lesson Plan**

Objective: Students will be able to make liters through milliliters.

Activity: Written work

laterial: Worksheets, pencils

'rocedure:
Varm up questions:

1 liter = (1000ml)
2 liters = (2000ml)
1000 – 70ml = (930ml)
999 + ___ make 1 liter = 1 and so on.

Class work: Page 52
Oral discussion + (Explanation if needed)
Written work (solution)

~~Wrap-up:~~ Homework, assessment topic "Capacity/ weight"

Level 3	
Term 3	**Lesson Plan**
Week 7	
Day 4	

Assessment in notebook, Questions selected by the teacher

Level 3	
Term 3	**Lesson Plan**
Week 7	
Day 5	

Objective: Students will be able to change liters into milliliters and write in l and ml.

Activity: Written work

Material: Worksheets, pencils

Procedure:
Warm up questions:

1l =? (1000ml)
1l 100ml = (1000ml + 100ml = 1100ml)
2l 925ml = (2000 + 925ml = 2925ml)
1300ml = ____ l _____ ml
(1300÷1000) = 1l 300ml
(Because 1000ml = 1 liter)

Class work: Page 54
Oral discussion
Written work

Level 3
Term 3
Week 8
Day 1

Lesson Plan

Objective: To teach subtraction of liters and milliliters.

Activity: Subtracting

Material: Flash cards of 1s, 10s, 100s, 1000s, worksheets and pencils

Procedure:

Warm up questions:

- How can we subtract ml from l? (we change l into ml)
- Why? (because 1l = 1000ml)

Explanation: Draw a table and explain it through flash cards like:

Explain some more examples like this

Class work: Page 56 (3-B part 1)
Discussion
Written work

Wrap up: Homework, page 55

Level 3 Term 3 Week 8 Day 2	**Lesson Plan**

Objective: To teach reading of the graph.

Activity: written work

Material: Worksheets, star shapes made with glaze paper a char with drawn columns for graphs.

Procedure:
Warm up: Choral drill of table of 4 and 5

Activity:
- Make four groups (A, B, C, D) in the class.
- Give some shapes star to each group (without counting) so that all the groups may not get equal number of stars.
- Paste chart on the board.
- Columns should be like:
- Call volunteer from each group to Paste the stars given to their groups.
- Explain each star stands for 5 stars.
- Ask following questions and record the answers given by the students.
    - How many stars did group A get?
    - How many stars did group B get?
    - How many stars did group C has?
    - How many stars did group D has?
    - Which group has got more stars?
    - Which group has got less stars?

A	B	C	D
Each star stands for 5			

Class work: page 59 (3-B part 1)
Oral discussion
Written work

:l 3

m 3

ek 8

y 3

ojective:- Students will be able to read the graph.

Activity:- written work.

Material:- Work sheets, Pencils, chart drawn columns on it.

Procedure:-

warm up: choral drill of table of 5 and

Activity:- • Make four groups (I, II, III, IV) in the class.

• Give some shapes (stars) to each group so that all the groups may not get equal number of stars.

• Paste chart on the board

• column should be like:-

all volunteer from each group. to paste the stars given to their groups.

xplain each star stands for 5 stars.

sk following questions and record the answers on the board.

- How many stars did group I get.
- How many stars did group II get?
- How many stars did group III get.?
- How many stars did group IV get?
- Which group has got more stars?
- which group has got less stars?

lass work:- page 61, 62 (3 B part I)

ral discussion and then written work.

Home work:- Page 60, 63

le 13
rm 3
Week 8
Day 4

Objective:- Students will be able to read the graphs.

Activity:- written work.

Material:- work sheets, triangle shapes, pencils, and charts drawn colun for graph on it.

Procedure:-

warm up:-

- choral drill of table of 4 and 5

Activity:-

- Make 4 groups in the class.
- Give some shapes of triangle △ to each groups. (without counting)
- Paste chart on the board. Column should be like this

Rose		each △ stands for 4 triangles or △s
tulip -		
Sun flower		
Jasmine		

Now ask these questions and record the answers.

How many △'s did group Rose get?

How many △'s did group tulip get?

How many △'s did group Sun flower has?

How many △'s did group Jasmine get?

Which groups has got more △'s

Is there any equal number of △ in the group.. Which group has got less △'s.

Class work:- page 64

Home work:- Assessment (topic graph)